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ABSTRACT

The document presents Module 1, characteristics of the gifted/talented student, of the Star Power modules, developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The goals of Part I on identification of the gifted/talented are to recognize a variety of gifts besides academic/intellectual abilities and to gain an understanding of what gifted/talented students are like. Part II focuses on understanding the limitations of IQ and achievement tests as measures of giftedness and discovering other ways to recognize giftedness. Each part is divided into sections with the following: enabling objectives (such as identify and correct misconceptions commonly associated with giftedness); rationale to establish a frame of reference; preassessment tests and evaluation; instruction for scoring the preassessment instrument; activities (which cover such topics as negative traits in gifted/talented and detection of bias in tests); and postassessment evaluation procedures. (SBH)

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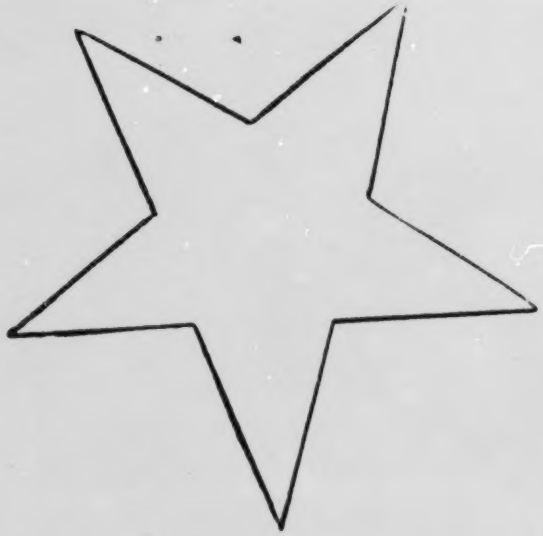

star power

providing for the gifted & talented

MODULE 1

CHARACTERISTICS OF THE GIFTED/TALENTED

by

Alison Heinemann

EDUCATION SERVICE CENTER, REGION XIII

7703 North Lamar

Austin, Texas 78752

1977

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PROCEDURE

The modular approach to professional growth is an alternative to attending workshops and institutes which may be inconveniently located and to taking college courses which may be scheduled at times that are awkward for the individual. The modules can be used for independent study, for small group interaction, or for a large group in-service program. They have been designed to serve as a minicourse, an introduction to the study of gifted child education.

The following is a step-by-step description of the proper procedure.

1. Read the goals and objectives thoughtfully so that you know what is expected of you by completion of the module.

2. Read the rationale to establish a frame of reference.

3. Try the preassessment and compare your responses with those given in the preassessment evaluation.

4. Score your responses IF YOU WISH; then determine whether you will complete those activities specified in the section headed "Entry Level" or whether you will select the activities you feel you need.

5. Proceed to work with the activities identified.

6. Try the postassessment to find out how successful you were in attaining the established objectives.

7. Compare your responses with those given in the postassessment.

8. Decide whether you will recycle as directed, proceed to another module, or invest your time and energy in something else.

The other modules in the STAR POWER series are listed on the inside back cover.

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PART ONE: Who Are the Gifted/Talented?

"Our interest in the characteristics of the gifted and talented should not merely lead us to creating a convenient 'label' to apply to such students. Instead, it should help us to recognize, and subsequently to take into account in instruction, the nature of the great differences which distinguish the gifted and talented from their peers."

- Donald J. Treffinger, Chairman of Educational Psychology and Research, University of Kansas

GOALS: *To recognize a variety of gifts besides academic/intellectual abilities and to gain an understanding of what gifted/talented students are like.*

1. Enabling Objectives

After completing this part of the module, you will be able to

1. Identify and correct misconceptions (myths) commonly associated with giftedness.
2. List the six areas of talent currently included in federal/state definitions.
3. Identify a cluster of specific physical, personal, and mental traits of gifted/talented students.
4. Recognize negative evidence of these traits which frequently lead to misunderstanding of giftedness, causing it to be overlooked or misinterpreted.

II. Rationale

Creynaldo was what his teachers hailed as a "boy genius" who possessed an intellect beyond any means of measurement. He completed elementary school in two years, and as an example of his incredible mentality, when he was three, he memorized the information on each of several hundred baseball cards that the two brothers had saved. He constantly amused Mr. Saltzer on Saturday afternoons by curling up with Henry Miller or James Joyce in front of the radio and reciting the lifetime averages of all the hitters as they stepped up to bat, all the while speed reading and not looking up even once. For three years in a row, he predicted correctly at the beginning of each season the pennant winners in both leagues, strictly on the basis of the facts he had gleaned from the backsides of those cardboard collectors' items.

When Creynaldo was five...Mr. and Mrs. Saltzer accidentally left some paints uncovered in the garage. By the time they remembered that Creynaldo had been playing out there all day, it was too late. Creynaldo had already painted a mural of the Crucifixion on the garage floor. It was truly a gorgeous piece of work. The colors were lovely, and the attention to detail was amazing. Jesus looked very realistic.

At first, Mr. and Mrs. Saltzer were angry, but no one could look at the mural for any length of time and remain angry because that's just how beautiful it was. Mr. Saltzer knew an art professor at the community college, and he called him out to the house one night to have a look at the painting... When the prof saw the garage floor and was introduced to Creynaldo, he declared that the idea of Creynaldo being the creator of such a masterpiece was preposterous. Eventually the entire floor had to be replaced, as people kept sneaking in and chipping away at the Messiah.

- Earl Rauch, <u>Dirty Pictures from the Prom</u>

This fictional portrait of genius may represent our own exaggerated notion of what it means to be gifted. We have heard of the extraordinary feats of certain child prodigies; so we unintentionally assume that only those rare individuals whom we may never meet are gifted. A Creynaldo will probably not show up in our classes. If he did, we would surely spot him at once.

Most gifted children are not as easy to recognize as Creynaldo - especially at upper grade levels - even though they possess and may demonstrate some of the same or similar characteristics. As the prominent educator Jacques Barzun has noted, the discovery of gifted children is not a sure thing. There are several reasons for our failure to recognize gifted/talented students in our roles as teachers, librarians, counselors, and administrators. Not only do we tend to have restricted images of gifted persons that exclude a vast number of exceptional individuals, but we are often misled by certain negative behaviors which may actually be symptoms of giftedness overlooked or denied. We may even be further hindered in the process of recognition by our own mistaken notions of what "giftedness" is.

The term giftedness, as used in this program, includes a variety of talents. Giftedness is like a diamond so cut as to create a number of planes. It is these planes that represent the universality of certain characteristics which have been discovered to be typical of gifted children and youth. The way a diamond is cut with different planes resulting in different shapes, such as the emerald, marquise, and pear, makes the diamond look different. Just so do different kinds of talents make giftedness look different. Sharon, Juanita, Sung Ho, Brasilia, and Léon may all be gifted, yet reflect different characteristics of giftedness. But all will probably have certain traits that seem to be typical of individuals with demonstrated giftedness. What is important, then is the CLUSTER of characteristics possessed by a particular student.

Despite the difficulties of recognition, this part of the school population must be sought out if we truly believe in the worth of each individual. Furthermore, current federal and state education policies require us to find those who are gifted/talented. The first step in this direction is to adopt an accurate, broader-based view of giftedness.

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

NOTE: If you wish to check your answers after completing each section, turn to the page(s) listed in parentheses at the end of the section.

1. Judge each of the following statements either TRUE or FALSE. If FALSE, explain in one or more sentences.

   a. The American people have always valued and rewarded the gifted individual.

   b. The main reason that gifted and talented children should be identified early and then encouraged is that they are an important national resource.

   c. Gifted children, because they are already blessed with special abilities, will fortunately be able to make their own way in school whatever the weaknesses of our educational programs.

   d. Despite recent attempts to discredit standardized tests, the only reliable way to identify a gifted/talented pupil is to measure his/her I.Q.

   e. Since socioeconomic factors affect intelligence, gifted/talented students will probably not be found among disadvantaged or culturally different students.

   (Pages 8, 9, 10)

2. Define giftedness as either the U.S. Office of Education or Texas Education Agency does.

   (Page 12)

3. Read each of the following descriptions of specific children. Then identify their areas of giftedness. Refer to information in the descriptions to support your conclusions.

   Debbie likes collecting small animals, miniatures of all kinds, going places, making things, *space, astronomy*, reading or being read to about planets, stars, moon, etc.; wants telescope for next big present (after full-sized bike, that is). Likes planting and caring for flowers, cooking, wants to learn. Debbie enjoys story books—loves children's poems, especially humorous ones (loves Riley's "Little Orphan

Annie"). Likes stories of how other children live, *space* stories, comic books. Will listen and try to understand anything anyone is willing to read to her, even likes newspaper accounts of happenings. Is musically inclined—will listen for long periods of time to records. Wants very much to study piano. Draws pictures with surprising exactness. She is shy at times and needs to be reassured.

William is interested in science—wants to know all about everything —how things happen, how things are made, who discovered different things. Wants to know what the world is made of and practically everything in it. William seems to be thinking all the time. He constantly comes up with questions such as, "Why did God make certain animals and insects if they serve no apparent use?"; "What makes a submarine float?"; "What is the meaning of certain words and numerous words?"; "How did different objects get their names?"; "What makes things grow?"; "How does the wind blow?"; and many more on varied subjects. He is especially talented in spelling. He could read at age 2½. Also does well in addition. He follows plans very well in play and enjoys building with wood and tools. He plays records a great deal, and reads. He gets along well with others, including older children. Doesn't care much for girls.

Betty is particularly interested in piano playing—loves to experiment and pound away on extra pieces after regular practice. She enjoys crayons and water colors, and makes up stories to go with her pictures. Wants to write script very badly. She enjoys fairy tales, animal stories, children and family situations, all of the "I CAN READ" variety. She has her own library card and takes out three books every week. One of her outstanding qualities is perseverance. She simply will not quit until she has achieved whatever goals she has set. Is very good at entertaining herself—is not an "I-have-nothing-to-do" sort at all. She would like very much to learn a foreign language.

Carol collects things like coins, shells, and stones; wastes nothing. Likes fanciful games alone or in a group, and often goes into flights of imaginative play. Likes to dress up, play house or school. Enjoys reading aloud to playmates. Likes long conversations with her daddy and likes to look up specific things or interests in books. Has an especially keen interest in the origin of things, both objects and ethnic

groups. Likes animals and enjoys her cat. Is very feminine in her outlook—seems intrigued by fashions and customs from other parts of the world, and often imitates these.

She enjoys any type of book. Is especially fond of *The Wizard of Oz*, *Snow White*, *Black Beauty*, and is now reading *Heidi* and *Alice in Wonderland*. Likes fairy tales (is romantically inclined), animal stories, stories about Indians, and enjoys reading about the old days. Often browses through our Golden Book Encyclopedia, books on insects, birds, shells, etc. She reads the Sunday comics to herself. Uses her library card a great deal, reading books to herself. Brings home extra reading from school. Is often read to by her parents, or likes to read to us.

Enjoys craft work in a great variety alone or with others. Uses scissors, paste, and scotch tape constantly at home on all kinds of projects. Enjoys sewing. Likes to do math problems both in her head and on paper.

Occasionally will not try to attempt physical skills when urged to (apparently for fear of failure). Needs to be liked and is well liked. Soaks up love and attention.

Doesn't have to be amused but can call on her own varied interests and resources. Very imaginative—makes up stories and writes them out with good clarity. Has a good command of word meaning and nuances. Is manually dexterous. Is a good listener and good watcher.

Has been to observatories, museums, zoos, etc. Attended summer craft school last year (won a special award). Constantly observes and occasionally shares in her 10 year old brother's hobby activities in chemistry, physics, and electronics. Plays well and happily with most children and meets adults well. She is occasionally bossy herself and resents bossiness in others. Sometimes feels misunderstood, but has a high degree of empathy for other people's troubles and needs. She directs activities with younger people with easy authority.

- *Ruth A. Martinson (1968, pp. 9-11)*
CURRICULUM ENRICHMENT FOR THE GIFTED
IN THE PRIMARY SCHOOLS. Prentice-Hall,
Inc. 1968.

(Pages 11, 12)

4. Describe at least 5 kinds of behavior which gifted/talented children may resort to when their need for challenge is frustrated.

(Pages 10, 11)

If you have NOT been checking your answers after each section, turn now to the pages listed below and compare your responses.

Number 1: Pages 8, 9, 10
Number 2: Page 12
Number 3: Pages 11, 12
Number 4: Pages 10, 11

PREASSESSMENT EVALUATION

1. Your attitudes toward giftedness determine your effectiveness in identifying students who are gifted/talented. Comparing your responses to the five statements will help you become aware of your own beliefs.

   a. FALSE.

   Americans have traditionally valued individuals who succeed as a result of hard work rather than inborn intellectual or creative ability. The belief that a democratic society is based on equality* has further led us to misapply the concept of equality, to idealize the norm, and to undervalue - even distrust - natural intellectual superiority and creativity. (In general, negative attitudes toward the gifted pupil are common. A father who had just been informed of his little girl's exceptional intellectual gifts exclaimed in dismay, "I don't want her to be a genius! Won't she outgrow it?" In a recent poll a large group of parents expressed relief that none of their children could be considered gifted. Likewise, a group of teachers who were asked their opinions about having gifted children in their classes said they hoped they would never have this experience.) (Bridges, 1973) It is not surprising that many gifted students quickly learn to conceal their special talents.

   * Democracy is based on the concept of equality of OPPORTUNITY, not equality of individual potential.

b. FALSE.

It is true that gifted and talented individuals are a national resource and can make important contributions to society. But the MAIN reason that they should be identified and encouraged to develop their potential is that all students - the advanced no less than the retarded - have the right to schooling appropriate to their special abilities and needs. The gifted child has the right to expect an education that provides challenge and opportunities for growth. The gifted child has the right to explore his/her potential and thus develop a healthy self-concept regardless of his/her later value to society.

c. FALSE.

Gifted children need attention, guidance, and encouragement to flourish. Although they are capable of great independence in their work habits, they become disappointed, bored, and frustrated when ignored and neglected. Furthermore, since they are especially sensitive, they are quick to realize that being different is undesirable. Both their self-esteem and eventually their work are affected.

d. FALSE.

I.Q. tests - expecially group tests - measure only a certain area of giftedness. They were developed for and normed with

students from mostly middle-class Anglo cultures. Thus, they do not indicate the true abilities of students from low-income or culturally different backgrounds. Furthermore, they yield such varying results as to be completely misleading.

e. FALSE.

Gifted/talented children can be found in all populations, regardless of age, race, sex, ethnic origin, or economic level. They are not exclusively Anglo students from middle-class suburban communities, as has long been assumed. However, gifted children from different backgrounds are often "invisible;" therefore, educators must be especially alert to seek out the gifted/talented from among handicapped, low-income, minority, and female groups. (See Modules 7 and 8 in this series.)

4. ANY OF THE FOLLOWING:

Types of behavior which gifted children may resort to when their need for challenge is ignored or denied

a. Inattentiveness, possibly daydreaming, because they have already mastered the material being presented and are bored

b. Refusal to complete assignments which are repetitive of content or concepts already known

c. Clowning to conceal intellectual gifts which have not been valued

d. Working on an assignment for another class or reading a book or magazine tucked inside a notebook or hidden in the lap

e. Frequent absences from school or from a particular class

f. Defiance or sarcastic put-downs of the teacher, or sulking when reprimanded for asking "foolish" questions or brushed off when volunteering information not asked for, or ridiculed when using vocabulary and/or sentence structure well advanced beyond the level of the other members of the class

g. Reading ahead in an assignment instead of lingering with the rest of the group or class on the "right" page

h. Singing, dancing when moving around the room on legitimate business (e.g., to the pencil sharpener or a bookcase), or pantomiming someone in class

i. Criticizing other students or the teacher's handling of subject matter or penmanship on the chalkboard, etc.

j. Frequent correction and/or elaboration of teacher's statements

3. Debbie: Artistic talent. "Draws pictures with surprising exactness." Also intellectual ability: reading or being read to." Interested in science. Wants telescope. Possibly musical talent. "Is musically inclined - will listen for long periods of time to records. Wants very much to study piano."

William: Intellectual giftedness. "Interested in science..." "Especially talented in spelling." "Could read at age 2½. Also does well in addition."

Possibly psychomotor talent. "Follows plans well and enjoys building with wood and tools."

Betty: Talent in visual and performing arts. "Enjoys crayons and water colors and makes up stories to go with her pictures." "Particularly interested in piano playing -- loves to experiment and pound away on extra pieces after regular practice."

Carol: Talent in visual arts. "Fanciful games..." "...flights of imaginative play." "Enjoys craft work in a great variety..." "Very imaginative - makes up stories..." "Won a special award...(at summer craft school)."

Intellectual talent. "Keen interest in the origin of things." Many references to books and reading. "Likes to do math problems both in her head and on paper." "Observes and ... shares in brother's hobby activities in chemistry, physics, and electronics."

(continued)

Leadership talent. "Directs activities with younger people with easy authority." "...has a high degree of empathy for other people's troubles and needs."

2. Giftedness, as defined by Public Law 91-230, Section 806, includes children who because of outstanding abilities are capable of high performance in any of the following areas individually or in combination:

General intellectual ability

Specific academic aptitude

Creativity or productive thinking

Leadership ability

Visual and performing arts

Psychomotor ability.

Section 11.19 of the Texas Education Code specifies the following: "Identification of gifted and talented students ... those students with extraordinary learning or leadership ability or outstanding talent in the creative or vocational arts whose development requires programs or services beyond the level of those ordinarily provided in regular school programs. ... who exhibit one or more of such characteristics as superior academic achievement or ability, talent in any of the aesthetic areas (such as art, music, and drama), mechanical ability, potential for leadership, and qualities of creativity."

If you prefer proceed directly to Activities and complete one or more as needed. Otherwise, score your responses according to the following guide.

SCORING

Item 1: Allow 1 point for each correct TRUE/FALSE answer + 1 point for each statement that correctly points out why the statement is false.

Item 2: Allow 5 points for each area of ability mentioned EXCEPT intellectual and/or academic.

Item 3: Allow 2 points for identification of talent + 2 points for each appropriate supporting quotation.

Item 4: Allow 2 points for each answer.

Entry Level

Items 1, 2: If your total score for BOTH 1 and 2 was BELOW 25, you seem to have a limited concept of giftedness. Complete Activities 1 and 2, pp. 13-16.

Item 3: If you achieved fewer than 20 points, you lack experience in recognizing characteristics that signify giftedness. Complete Activity 3, pp. 16-25.

Item 4: If you achieved fewer than 9 points, you have probably misinterpreted such behaviors by gifted children. Complete Activities 4 and 5, pp. 26-33.

IF YOUR SCORE FOR ALL ITEMS WAS 54 with the required minimums for individual items, skip the rest of Part 1 and proceed to Part 2 in the module, p. 36, HOW DO WE DISCOVER THE GIFTED AND TALENTED?

IV. Activities

NOTE: A 33-minute film, Understanding the Gifted (C-7767), can be rented from the University of Texas Film Library for $10.50 (price as of spring, 1977). Also Gifted Ones - 22 minutes. Rental fee: $ 6.00. Phone: 471-3571 or 3573.

1. FACT OR FICTION? (Adapted from Thomas and Crescimbeni, 1966)

   Locate the 5" x 8" sheets in an envelope just after the Appendix. These are numbered consecutively from 1 to 34 in the upper right corner.)

   Follow the instructions given on the cover sheet of the pack.

2. WORKSHEET: Official Definitions of Giftedness

   Review the definition of gifted/talented children given in Public Law 91-230, Section 806 (page 9), and answer the following questions.

   PLEASE DO NOT WRITE ON THE WORKSHEET.

   a. How does the definition given differ from the popular concept of giftedness? From your own concept of giftedness?

   b. What is the difference between "general intellectual ability" and "specific academic aptitude"?

   c. Give examples of students with high performance or potential in the "psychomotor" category.

   d. Which of the categories listed need not accompany superior intellectual abilities?

   e. With your students in mind, nominate one who seems to fit each category, a total of 6 different students. Although many gifted/talented students fit one or more categories as indicated in the descriptions on pages 11 and 12 in the Preassessment, try to identify students who seem to have greatest strength in one area.

3. List the names of students you are now working with (or have recently worked with) who exhibit(ed) one or more of the negative types of behavior given on page 10, Number 4.

   Think about POSITIVE types of behavior also evidenced by these same students. Write brief descriptions similar to those on pages 5-7, noting indications of potential giftedness.

(Continued)

Try challenging these students with assignments suited to those indications and observe whether negative behaviors tend to diminish or disappear. Remember to be patient; changes in behavior are not likely to occur overnight. (For example, the student with leadership potential may reveal this by luring other students to do things which will annoy the teacher or a certain other student. Try giving that student responsibilities which will put him/her in the limelight while constructively channeling potential. A bright student who has been turned off by assignments that are too easy may be encouraged to take more interest in class if allowed to teach it.)

Compare your responses to these questions with the WORKSHEET KEY on the next page.

2. WORKSHEET KEY

Your answers will vary, but the key ideas (underlined) should be included.

a. The popular concept of giftedness is, generally speaking, much narrower and tends to include only intellectual and academic aptitude. Your own concept of giftedness is probably less restricted but still may not be broad enough to encompass all six categories.

b. "General intellectual ability" refers to thinking and reasoning skills, such as the ability to conceptualize and generalize, to classify, to make inferences, to solve problems, and to exercise sound judgment. "Specific academic apitude" is achievement in a particular scholastic subject, such as science, mathematics, or language.

c. "Psychomotor" ability - also called kinesthetic ability - refers to coordination of information from the senses with muscular responses and skills in combination with certain mental skills. Athletic excellence immediately comes to mind as an example. Dancing, acting, and activities requiring mechanical aptitude are all psychomotor, involving sensory, muscular, and mental operations.

d. Superior intellectual ability need NOT be accompanied by the following:

(1) Creative or productive thinking

(2) Leadership ability

(3) Ability in visual and performing arts

(4) Psychomotor ability.

e. *ANSWERS WILL VARY. Compare your nominations with those of other school personnel who also know the students named.*

3. READING AND OBSERVATION: Characteristics of Giftedness

Any generalizations about the traits of gifted children must accommodate the varied patterns within this group. No gifted child, not even the child prodigy of popular imagination, possesses every trait. As one expert (Torrance, 1970) cautions, "If we know anything for sure about gifted children, it is that they are different... Some think better in numbers than in words, and they perceive and understand mathematical relationships more easily than verbal relationships. Still others are unusually skilled in manipulating spatial relationships and objects but are quite incompetent in literature. The ways in which gifted children differ... are almost infinite since each person is unique."

The traits discussed here should be treated as significant NOT in isolation, but as elements of a pattern, for giftedness is best understood as the entire design of CLUSTERS of characteristics.

a. Physical Traits

As a group, gifted children tend to be

(1) Alert, energetic, and vivacious. They have fewer nervous habits than an average group of children. (This physical wholesomeness should NOT be confused with neatness and good grooming, however.)

(2) Healthier and stronger than average. They have coordination and motor control that is mature for their years. They may even be taller or heavier, depending on inherited structure. (These characteristics are sometimes obscured when the gifted child is younger than his/her classmates or is in the presence of older playmates.) Gifted children usually enjoy physical activities and know a great deal about games.

b. Personal Traits

Gifted children often reflect

(1) Good social adjustment as a whole. They are genuinely interested in others and popular with their classmates.

(2) Desirable personalities. They are courteous, cooperative, and trustworthy. They are surprisingly modest, often unaware that they are exceptional. Many gifted youngsters, especially younger children, are astonished when they first discover that other children are not as bright as they. The gifted child also tends to be conscientious, even to the point of a burdensome perfectionism.

(3) Deep concern with moral values. They seem intent on searching out what is "true" and "good." At the same time, they tend to be less bound by rigid, absolute distinctions between right and wrong. As they become older, they develop a concern for social issues and show great idealism and devotion to humane goals.

(4) Sensitivity and perceptiveness about their environment and about others. They have acute powers of observation. They are quick to notice details and to make associations. They show a keen sense of humor and are often witty.

(5) Individualistic and independent patterns of thought and behavior. They may refuse to conform to pressure from teachers, parents, or peers if they feel that an important principle is at stake.

c. Mental Traits

For many years giftedness was seen as a purely intellectual quality, and this bias still exists among many educators, largely because general intelli-

gence often accompanies other specific types of excellence. Intelligence, however, is too often confused with academic achievement - the ability to make high grades, to master textbook materials, to excel in math, science, or language.

The broadened concept of giftedness is partly the result of a better understanding of how the mind operates. We now realize that academic skills represent only a few of the mind's functions. More important, we see that excellence in non-academic fields of endeavor is unrelated to academic achievement, even though many a gifted individual is competent in both areas.

Many of the traits listed below can be applied to both the creative and academically able student. Gifted children have

(1) an unquenchable curiosity about their surroundings and, as they grow older, about certain areas of knowledge. As a result of their keen desire to know, their questions are often more searching and persistent than those of their age-mates.

(2) A wide variety of interests. Gifted children have the ability to pursue a special interest for longer periods of time than the average child. They often explore several unrelated interests during the same period of time. For example, one child was involved in the study of dinosaurs, auto mechanics, aviation, Scottish history, and playing bagpipes - all within the same time span.

(3) A great fund of information, whether about games or hobbies, a special interest, or an academic subject.

(4) Very good memories and excellent powers of recall.

(5) A greater capacity for abstract thinking. They are superior in their ability to reason, to generalize, to classify, to organize. They are quick to perceive relationships and to make discriminations.

(6) The ability to enjoy dealing with symbolic modes. In some gifted children, this trait takes the form of mathematical or musical ability. Others have verbal ability, often indicated by a child's

reading competence at very early ages. Many gifted children are devoted readers, depending on books for entertainment as well as information. Still other gifted children excel in the use of symbols in the creative and performing arts.

(7) An urge to create, construct, or invent. They fulfill this need in their particular areas of interest.

(8) Resourceful and productive natures. They find original and unusual solutions to problems. A related trait is flexibility, the ability to shift from one approach to another or from one frame of reference to another.

(9) Efficient and economical work methods. They have long attention spans and an ability to concentrate on whatever interests them. They are highly motivated. They have a quick grasp of concepts and an ability to learn by themselves.

ACTIVITY

a. Find a school in your community that has made special provisions for its gifted students. Arrange to observe sessions in which you have an opportunity to see a class actively learning and creating, and to talk to pupils. Based on observations and conversations, supply examples of at least 10 of the Physical, Personal, and Mental Traits shown by different students who appear to be gifted or talented according to the descriptions provided in this module. Discuss your observations with those of the teacher in charge.

Make a copy of the Observation Guide below and use it to record your notes. (Feel free to rearrange headings of columns.)

OBSERVATION GUIDE

Trait	*Behavior*	*Activity*	*Comments*

(continued)

OR

b. Examine the case studies on the following pages. For each child list relevant traits indicated in the categories - Physical, Personal, Mental - which are representative of giftedness. Identify any negative aspects (such as those listed on pages 10, 11) which irritate or embarrass others. Compare your list with that of a colleague working with this module, or discuss the case histories and your list with other school personnel whose function is different from yours (e.g., different subject matter teachers, counselor, librarian...)

Use this form:

Name of Student _____

Traits Representative of Giftedness:

Physical	*Personal*	*Mental*	*NEGATIVE*

Joe

Joe is a tall lanky youngster of ten who seems to have a certain amount of charm and a good many friends in his age group, but he is not a leader. He is likely to shirk any responsible tasks. Moreover, in a group he tends to be a complainer, one who operates against the effectiveness of the group itself. Joe is described by his teachers as a "foot dragger," a "work dodger," and "a monument of passive resistance." As such, he has been a source of pain and frustration to his teachers throughout his five years in school. They know that because of his scores on intelligence tests, the assignments should be easy for him.

Joe has a complete battery of excuses and reasons why he should not do things. He seems to feel that he is being unjustly pushed and that the demands upon him are entirely unreasonable. He tends to reject the notion that he is smart, saying, "Who says so?" and generally does not seem to be happy in school except when in the company of his friends.

His family wants Joe to do well and is more than a little irritated with him about his attitude. His father is an attorney. There doesn't seem to be a great deal of understanding between the father and Joe.

Tantra

Tantra is a healthy, friendly, alert child of nine and gathers a great fund of information through persistent questioning. Because of family problems, she has changed schools frequently.

Although she qualifies as gifted on the Stanford-Binet test, she is a poor reader in need of a remedial reading class. Her dislike

of reading makes her slow in beginning assignments which she often doesn't finish. She is usually considered lazy by her teachers, who find it hard to believe that she scored high on the Stanford-Binet test.

Her talents are expressed in unusual ways. She decorates simple reports with colorful designs. Instead of doing homework, she often brings in huge models that she has constructed at home.

In oral expression she is quite accomplished. She has sensitive insights which her teachers could accept more easily if she also wrote well. Her speech is full of fantasy and wit, and she is quick with puns.

She is independent and doesn't mind risking disapproval by giving unusual answers or comments.

Ali

When he was two years old, Ali would sit by the hour and name objects in magazines. He was entered in nursery school at this time. Although the youngest, he was placed with the older group because he was big for his age. He hadn't been around children before and often knocked some of them down trying to hug them.

At 2½ he started doing jigsaw puzzles. By the time he was three, he could do complicated ones, and now as a 6-year-old, he works 1,000-piece puzzles successfully.

When his mother became pregnant, he was very curious about the baby. He wanted to know how it ate, if it could see, how it moved,

what size it was, etc. His parents checked a book out of the library so that he could study the embryo and fetus.

By the time he was 3½ he had learned numbers and letters. He taught himself the numbers from a deck of cards and the dice in his games. He picked up the alphabet from the encyclopedia spines. When he was 4, he received an alphabet board with which he learned to spell words. At 4½ he was teaching himself to read.

He preferred puzzles and games to other kinds of toys and was often upset when neighbor children wouldn't play his games with him. He usually played with children older than he but had no really close friends.

By the time he started kindergarten he had become interested in arithmetic, writing his own problems, solving them, and checking his answers. In kindergarten he was very happy and enjoyed school, for his teacher brought in extra materials for several of the children and gave them extra responsibilities. She would let Ali read stories to the other children during the rest period, an assignment which he loved. Yet he had problems in class because he talked so much and seemed very aggressive.

In the first grade, he started off wrong when he told the teacher what he thought of the pre-primer. He constantly disrupted the class. He picked up prohibited four-letter words from classmates although he never used these words at home. He reached the point where he didn't want to go to school. When reading about the Civil War and slavery,

he wanted to know if the Vietnam conflict were a civil war and, if so, why U.S. soldiers were fighting there.

His interest in science is intense. He has learned on his own how various circuits and resistors work, has grown crystals in the hot water heater closet, and has won a first prize at the local science fair. He also has a garden of his own which he tends without reminders.

He is interested in government, laws, and civil rights. Very conscious about living within the law, he criticizes his parents' driving. He wears people out with his curiosity but is interesting to have around.

He is active, displays his love for others without embarrassment, plays ball, and wants others to like him.

Sam

Sam is a physically mature 10-year-old whose family immigrated to a northern urban community some three years ago. The family consists of the mother and grandmother and two younger children. Sam remembers his father as a big, burly, laughing man with terrifying bursts of temper. As the oldest boy, he feels both the responsibility of trying to be the "man in the family" and his own lack of competence for that task.

His mother now works part-time and the grandmother is caring for the household. Sam spent his first two years in school in the rural South; he does not remember much about his school except that it was easy and pleasant. When he moved, his third-grade teacher discovered

his alertness and responsiveness, ignoring his shabby clothes.

Despite his abilities, Sam is not doing particularly well in school. He has formed friends with a peer group who seek excitement and adventure. Sam is already aware of drug traffic and crime first-hand, even though the neighborhood in which his family live is not one of the worst in the city.

One of Sam's recreational joys is to play drums for the local drum-and-bugle corps and to accompany TV rock and roll stars when his mother can stand it. He has a sense of rhythm that comes from a combination of interest and a lack of self-consciousness. When he is "beating the skins," Sam seems to have a sense of order and rightness of things that is similar to the joy of the mathematician in solving a formula or the poet who has found just the right word for his stanza.

(NOTE: The descriptions of Joe and Sam were adapted from Ruth Martinson's CURRICULUM ENRICHMENT FOR THE GIFTED IN THE PRIMARY GRADES. Prentice-Hall, Inc., 1968.)

4. WORKSHEET: Negative Traits in the Gifted

"You may read the next sentence, Mike."
"I will start my recitation at Chapter Three, as I have already read the previous material."
"What?"
"I said I prefer to read from Chapter Three, as..."
"Mike, our group is reading from the beginning of the book. You will try to read the next sentence."
"I've already read all that."
"You are not supposed to read ahead. You are supposed to follow along with the group..."
"Why? I don't expect them to follow me."
"From now on, Mike, you will follow along with the group and not read ahead."

. . .

"What are you reading, Mike?"
"Page 30."
"You're reading ahead again. Didn't I tell you to follow the group?"

-Audrey Grost, GENIUS IN RESIDENCE.

Many a gifted child goes unrecognized because the child's abilities remain undemonstrated or, more significantly, because the very traits that constitute giftedness appear as negative behaviors. This phenomenon leads the teacher to regard the child as a slow learner or a discipline problem, thus further complicating the process of recognition.

For each negative behavior, indicate some characteristic(s) of giftedness that might explain the behavior.

Example:

NEGATIVE BEHAVIOR	*RELATED CHARACTERISTIC OF GIFTEDNESS*
Resistance to drill and rote instruction; boredom, inattentiveness	*Quick mastery and retention of material*

PLEASE DO NOT WRITE IN THE MODULE.

NEGATIVE BEHAVIOR	*RELATED CHARACTERISTIC OF GIFTEDNESS*
1. Tendency to read ahead of others and to lose the place when called on	
2. Resistance to being interrupted for another class activity	
3. Appearance of dabbling in many areas instead of following through in one	
4. Restlessness; hyperactivity	
5. Tendency to dominate by blurting out answers, interrupting teacher or pupils and limiting participation of other pupils	
6. Resistance to routine	
7. Overly critical attitude toward self and others	
8. Preference for unusual ways of doing things	
9. Sensitivity to criticism	
10. Tendency to develop misconceptions	

Compare your responses with the WORKSHEET KEY on the next page.

4. WORKSHEET KEY

Related Characteristic of Giftedness

1. Well-developed proficiency in reading; large vocabulary

   Note: Many gifted children have taught themselves to read before entering school or have been taught to read by older brothers or sisters or others in the immediate environment. In a study of over 1000 gifted children, Martinson reported that gifted students in the kindergarten group performed on a level comparable to that of second-graders;

   gifted fourth and fifth-grade children functioned on an average beyond that of seventh-grade students, while gifted eighth-grade students equaled or surpassed the typical performance of 12th-grade students. (Martinson, 1972, p. 81.)

2. Intense concentration that excludes all else; long attention span

3. Variety of interests during the same period of time with sudden switching to new interests as the desired depth of experience has been reached

4. Energy and enthusiasm, eagerness to learn new things, explore new areas

5. Eagerness to participate in discussion, to express ideas, to question in order to learn more

6. Independence in attitudes and work habits, unusual ways of approaching tasks

7. Ability to think critically, to see flaws in reasoning; tendency to accept nothing at face value; discriminating judgment

8. Creativity and inventiveness

9. Keen awareness of attitudes, responsiveness toward the feelings of others

10. Ability to absorb with comprehension large quantities of information which may be too advanced for the level of maturity of the student, resulting in confusion

5. HOW WOULD YOU HANDLE THESE?

The following may be used as the basis for role playing, for small group discussion, or for a written analysis of the situation and a description of projected personal behavior. AT LEAST 3 situations should be chosen from the eight provided.

a. You are teaching a foreign language. One day a student says to you, "I have an I.Q. of 148. This language is very easy for me. I really don't need the daily drills, reviews, and discussions. May I go to the library instead of coming to class and work on a special project I'm interested in?"

b. You are teaching students in an upper grade. You have noticed that Eleen's grades have been falling steadily in your class since November. You know she has an I.Q. of 154 with great strengths and interest in math. In your class, she is far ahead of the others in grasping new material and in her ability to express herself; so you arrange for her to work on a special project. By the end of the 4-week period allotted to this project, she has accomplished little. In a composition about the assignment, she makes some statements that add up to a veiled explanation that she is using her grades to punish her parents, who have used stern measures to keep her from seeing a boy of whom she is very fond.

c. You are principal of an elementary school and teach the morning kindergarten class. Douglas, an alert, eager-to-learn black child, was the last child allowed to enter kindergarten at age 4 + before the Board changed the admission policy so that now children must be 5 before starting kindergarten.

Doug keeps asking you to teach him to read. You feel he is too young. Doug has also begged his parents to teach him to read. At your last parent conference, Doug's mother inquired if it would be all right for her or her husband to teach Doug. You had said you'd prefer that they leave this responsibility to the school.

Lately Doug has become indifferent to the activities of the class.

d. Carl's mother has been brought to your classroom by an administrator to discuss Carl's low grades. Carl is a member of a group of academically gifted students who have been together for four years. His cousin Joe is in the same class, a high-achieving straight-A

student. Carl has become indifferent to anything happening in his classes. The recent recommendation of a counselor that he

* (for elementary school teachers: be moved back into a regular classroom)
* (for secondary school teachers: consider volunteering for military service when he graduates because he will be unable to enter college with his low grades)

infuriated his parents and is the reason Carl's mother has come to school to discuss his work with each of his teachers. She wants your judgment of Carl's abilities and your opinion of the reasons for his current low grades.

You recall what you have observed of Carl:

1. He frequently is inattentive, staring at his desk or out the window.
2. He seldom participates in class discussions, even when addressed directly.
3. His written work is carelessly prepared; his ideas are interesting, often provocative, but tend to get lost in confused, rambling sentences.
4. When his cousin speaks, Carl occasionally looks at him with a strange expression.
5. Carl spends every opportunity he has with a blond girl

   * (for elementary school teachers: before school and at recess.)

   * (for secondary school teachers: before school and between classes, walking her to her class and racing on to his own class.)

FOR LIBRARIANS: As a librarian, you have noticed that Carl spends an unusual amount of time in the library when he could normally be expected to be in class. He always sits at the same table at the far end of the library with a blonde girl. Both have notebooks and books open on the table in front of them, but they seem to spend most of their time looking at each other and talking. They speak so softly they have not created a disturbance; so you haven't bothered them. Carl has circulated a petition to have the library open for two hours after school each day or every other day; the petition has 300 names.

FOR COUNSELORS: What might you have done differently from what Carl's counselor did?

e. FOR COUNSELORS. A teacher has come to inquire about three students listed as your counselees. They are being considered for major positions on the school yearbook, an important production in this school because it serves a public relations function in the community besides providing an outlet for students talented in visual arts and leadership.

You do not recall the names of any of the three students but check your desk file and discover that they are, indeed, your counselees. This is April and you have never had an interview with these students because your time has been devoted to helping failing students, rescheduling students for remediation classes, discussing pupil-teacher clashes with each party separately...

f. Angelina was delighted when the teacher handed out papers with big blocks in one of which was printed a large dark 2, with fainter 2s in two other blocks, then two blocks with dots outlining the 2s. This looked much harder than making 1s!

Angelina eagerly set to work, tracing the faintly shadowed 2's, completing the 2's that were dotted, then carefully making a row of increasingly well-formed 2's in the first set of blank boxes. The last ones came so smoothly and effortlessly she felt very pleased with herself. After admiring them, she took her paper to the teacher and told her happily, "I know how to make 2's now. What do I do next?"

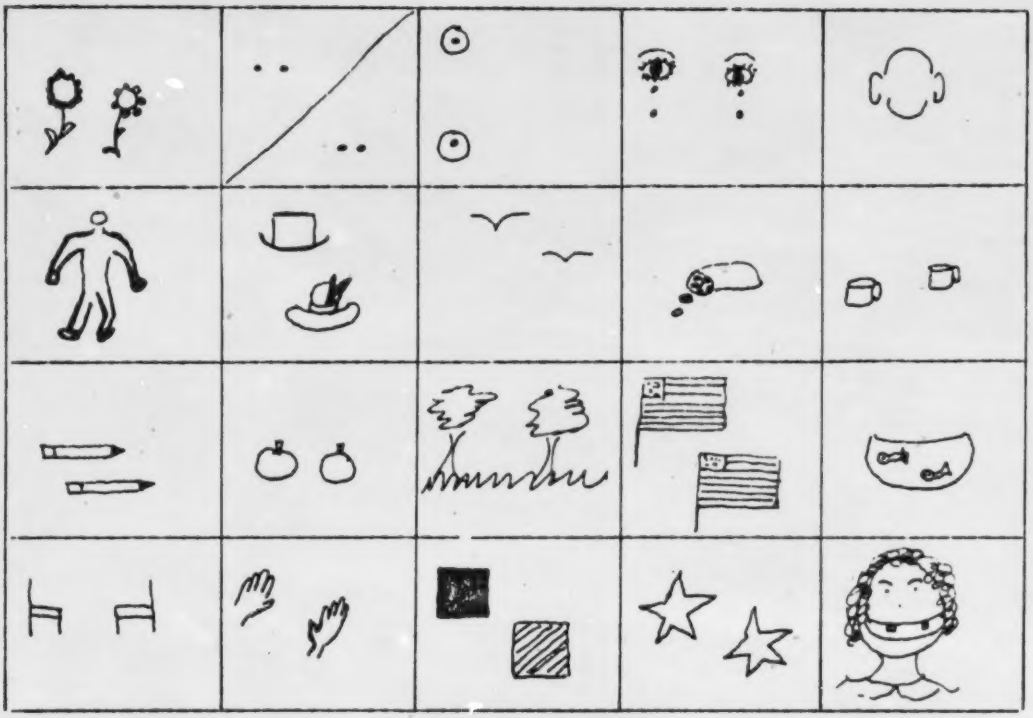
The teacher looked at the paper and thrust it back at Angelina.

"You're not finished. You have four more rows of boxes to fill in. Go back to your seat and finish your work. You're developing a very bad habit, Angelina, of not finishing your tasks."

"But I know how to make 2's," Angelina said softly. "I want to learn something else."

"Go - back - to - your - seat," the teacher said, biting off each word, "and finish filling the rest of the boxes."

So Angelina returned to her seat, her head down so no one would see the tears in her eyes. She busied herself over the page, filling in the other boxes. When she passed in her paper with the others, it looked like this:



g. Mark taught himself to read one summer. He waited impatiently in the fall for the first-grade teacher to start reading class. When the books were finally distributed in November, he turned eagerly to the first page and read,

Oh, oh!
Oh, look!
Look, look!
Oh, oh, oh!

While the teacher involved the class in discussion of the accompanying illustration, Mark read ahead, his disgust increasing.

At home that afternoon Mark was downcast. Finally his mother coaxed the reason out of him: "that dumb book." With increasing anger, Mark recited the pages he had read. "Isn't that ridiculous? Nobody talks like that! I'm not going back to school!" He marched out of the room.

The next morning he complained of a stomach ache, the following day of nausea, and on the third day he had "such a fierce headache" the light hurt his eyes. On the fourth day he got up, dressed, took

his lunch, and set off for school. He continued this pattern for several more days until the teacher called to inquire sympathetically how Mark was feeling and to express hope that he'd soon be able to return to school.

h. Ricky stared at the drawing paper on his desk. The teacher had said to draw something that he had seen at the circus last night. So many scenes crowded his mind - the tigers in the cage with the trainer, the girl on horseback stepping from the back of one beautiful black horse to the one beside it with dancing movements, the clowns, the acrobats in their glittering costumes... But all those people! He didn't know how to draw people who looked like people, and he hated those stick figures supposed to represent people. He wasn't too good at drawing animals either. His horses would probably look like dogs! And how could he show the pretty girl dancing back and forth from one horse to another?

Finally he decided on the tigers. At least he could make them recognizable as tigers because of their stripes. He reached for the black crayon and began to draw the outlines of the cage. At that moment the teacher called gaily, "Time's up! Let's see what you each saw at the circus. Ricky? You always have interesting ideas. Let's look at yours first."

Ricky shook his head and slumped low in his seat, red-faced.

"Come on, Ricky, we know you draw well. Here. I'll hold it up. This, class, is what Ricky saw at the circus."

Ricky closed his eyes, hoping to blot out the laughing faces of the class and his teacher.

FOR COUNSELORS: The same situation described above with the exception that Ricky could not go to the circus because his family is very poor and he had no money. He has tried to remember circuses he has seen on television and in pictures, and the scenes are the same as those above. However, when the teacher reaches for his paper, he grabs it out of her hand and crumples it up. She interprets this as an act of insolence and sends Ricky to the principal. This administrator is not at school because of a district meeting; so his secretary has sent Ricky to you.

FOR LIBRARIANS: Of all the adults Ricky has to deal with in school, you are his favorite and the only one he trusts. He has come to you and poured out his tale of what happened in class. He wants your help.

V. Postassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. List at least 5 beliefs about gifted children, and state the facts.
2. List the 6 areas of giftedness specified in law.
3. Name at least 8 characteristics of gifted children as a group.
4. Describe at least 5 types of negative behavior that may conceal a child's giftedness.

Turn to the next page and compare your responses.

GT # 1

POSTASSESSMENT EVALUATION

Refer to the sections of the module indicated below:

1. See the 5" x 8" sheets, FACT OR FICTION? - also pages 8, 9, 10.
2. See page 12, Number 2.
3. See pages 17-20.
4. See pages 10, 11, Number 4, and pages 27, 28.

Review the objectives listed at the beginning of Part One, page 1, and rate yourself on a 1 to 5 (high) scale according to your candid opinion of the degree to which you achieved each objective.

For example: 5 = very well, could not be improved

3 = average, fair demonstration of knowledge and understanding

1 = poor, much improvement needed

If you score 3 or lower on any objective, recycle through the appropriate activities; then try the necessary parts of the Postassessment again.

PART TWO: How Do We Discover the Gifted/ Talented?

"When you starts measuring somebody, measure him right, child, measure him right. Make sure you done taken into account what hills and valleys he come through before he got to wherever he is."

- Lorraine Hansberry
TO BE YOUNG, GIFTED, AND BLACK

GOALS: To understand the limitations of I.Q. and achievement tests as measures of giftedness and to discover other ways to recognize giftedness.

I. Enabling Objectives

After completing this part of the module, you will be able to

1. List several reasons for not relying on standardized group test scores for identification of gifted/talented students.
2. List 5 main types of screening resources available for distinguishing gifted/talented students.
3. Use at least 3 of these techniques correctly.

II. Rationale

Thou shalt not answer questionnaires
Or quizzes upon World Affairs,
Nor with compliance
Take any test. Thou shalt not sit
With statisticians nor commit
A social science.

- W.H. Auden, "Under Which Lyre"

This poetic warning to prospective students might well refer in part to the standardized group I.Q. tests and achievement tests that have become an overwhelming force in our schools. According to a recent study (Fine, 1975), at least 200 million achievement tests are administered each year in the nation's schools. Testing has become a multimillion-dollar industry.

But such tests have recently become a source of controversy. In 1973 NEA adopted a resolution to eliminate group standardized intelligence, aptitude, and achievement tests until current testing programs could be appraised and revised.

The disenchantment with group I. Q. and achievement tests is especially relevant to the issue of identifying the gifted and talented, for these tests continue to be the sole identification tools in too many school districts, despite growing awareness of the many flaws in such tests. A variety of alternative and supplementary techniques can be used to provide a profile of frequently disguised aspects of giftedness.

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

NOTE: If you wish to check your answers after completing each section, turn to the page(s) listed in parentheses at the end of the section.

Part 1

What Do You Know about Standardized Test Scores?

Judge the truth or falsity of each of the following statements and mark TRUE or FALSE. Write one or more sentences to explain each FALSE statement.

1. Group intelligence tests are a useful means of discovering possibly gifted students who should have individual tests administered by the school psychologist.

2. The Stanford-Binet Intelligence Test is a better test for gifted students than the popular Wechsler Intelligence Scale for Children (WISC).

3. School achievement tests predict only further school achievement and fail to predict anything else of value, such as occupational success.

4. The high correlations between I.Q. test scores and measures of occupational success are more likely to be due to social class than to intelligence.

5. Intelligence tests do not reflect a theory of intellectual development but are based on assumptions about intelligence which may or may not be valid.

6. The perspective of intelligence as implied in intelligence tests is very narrow, "defined by" the educational expectations of children as evidenced by the high correlation between I.Q. scores and achievement test scores.

7. Intelligence tests do not indicate how a child arrived at a given answer, what intellectual processes led him/her to do so, or the nature of the deficiencies which led the child to a wrong answer.

(Pages 41,42)

Answer the following questions.

8. Leaders of minority groups object to intelligence and achievement tests as being culturally unfair. What does this mean?

   (Page 43)

9. Some college professors have defended the use of scores on I.Q. tests on the ground that these reflect verbal skills which are essential if one is to compete in a society demanding those skills. Do you agree with the leaders of minority groups who protest the use of such scores or with these college professors? Why?

   (Page 44)

10. Gifted students tend to be divergent thinkers. What does that mean?

    How does this fact relate to their degree of success on tests which have a single right answer?

    (Page 45)

11. In the cumulative records, you notice that one of your students scored 142 in Grade 2 on the Otis, 136 in Grade 4 on the CTMM, and 129 in Grade 6 on the Lorge-Thorndike (VB). How do you account for the discrepancies? Which score would you use as a guide if this were your student?

    (Page 44)

12. Ruth Martinson, a well-known authority in the field of gifted education, favors selecting the top 3-5% of gifted students for special attention. Other experts in the field have specified only those in the 99th percentile or have suggested 10-15%. Margery Thompson claims that attempts to find a purely statistical criterion for identification is UNproductive. With whom do you agree and why?

    (Page 45)

13. If the aim of education is the long-range development of the individual emotionally, socially, and morally, as well as cognitively, achievement tests are a very limited means of determining the level of a student's development. Why?

    (Page 44)

GT #1

If you have not been checking your answers after each section, turn now to the pages listed below and compare your responses.

Part 1: Pages 41, 42

Part 2:

Number 8: Page 43
Number 9: Page 44
Number 10: Page 45
Number 11: Page 44
Number 12: Page 45
Number 13: Page 44

PREASSESSMENT EVALUATION

1. FALSE.
In general, group tests tend to yield scores as much as 30 points lower than scores achieved by selected gifted students who have had individual intelligence tests administered. In studies of the scores of highly gifted children on group tests, 73% of those children would have been eliminated from special programs because they fell below the established cut-off score of 120 I.Q.

Moreover, different group tests have different ceilings. While a fourteen-year-old could achieve a maximum of 156 on the Otis Quick Scoring Test of Mental Ability, on the California Test of Mental Maturity he/she could achieve only 136. These ceilings do not truly reflect the potential of the child with much higher ability. Scoring in the 99th percentile is no indication of true potential because the ceilings are not high enough. In addition, different tests measure different factors and are thus not equivalent in meaning.

Furthermore, if group scores of 140 and above were used as a cut-off point for determining who should have special opportunities, the fourteen-year-old with a rating of 136 on the CTMM would probably be eliminated from consideration even though he/she had every item correct!

2. TRUE.
Ruth Martinson says the Stanford-Binet is the "best identification instrument currently [her underlining] available." (Martinson, 1975, p. 1) The Stanford-Binet also measures more separate abilities than the popular Wechsler (WISC). Furthermore, the Stanford-Binet "usually locates more verbally gifted youngsters than the Weschler." (Gowan and Bruch, 1971, p. 15)

The Binet and Wechsler I.Q. scores are not comparable at the higher levels of giftedness. Ceilings vary from 190 on the Stanford-Binet to 154 on the Wechsler for a twelve-year-old. (De Haan and Havighurst, 1957, pp. 43, 44)

3. TRUE.
L. Kohlberg and R. Mayer reviewed the literature on school achievement tests and reported this observation in *Harvard Educational Review*, 1973.

4. TRUE.
This was the argument presented by D.C. McClelland, who challenged the validity of I.Q. tests as measures of intelligence in *American Psychologist*, 1973.

5. TRUE.
Rheta De Vries, "Relationships Among Piagetian, I.Q., and Achievement Assessments." *Child Development*, 1974, p. 747: "One cannot conclude anything about a child's general intelligence from his response to a single item. To a large extent, these items simply tap bits of surface information [such as the days of the week, the difference between a baseball and an orange, and perceptual discrimination of similarities and differences]. Their surface nature is indicated by the fact that psychologists try so hard to keep their test answers secret in order to prevent 'spuriously high' scores by individuals who simply learn the answers."

6. TRUE.
De Vries - in the article mentioned in Number 5, p. 753 - compares intelligence tests with Piaget's definition of intelligence which "is not limited to school-type success but takes the long-range perspective of knowledge and intelligence in the individual." These evolve with changes in age and children's changing reasoning about reality.

7. TRUE.
The major significance of this conclusion by B. Inhelder - cited in De Vries' article, p. 754 - is the inadequacy of intelligence tests in indicating <u>why</u> a child gave the "wrong" answer. How did the child arrive at his/her answer? What intellectual process led him/her to it? What kind of deficiency caused him/her to answer incorrectly? Could time pressure have resulted in penciling between the wrong parallel lines on the answer sheet, thus losing a point on a known item? Or a misreading of the question, overlooking the word <u>not</u> or <u>least</u>, again losing a point on a known item?

Part 2

8. Tests which relate to a single culture and reflect a particular socioeconomic level are considered culturally unfair. Black children from ghettos and brown children from barrios have had neither the experiences nor the language of the Anglo middle-class culture for which intelligence tests and achievement tests have traditionally been designed. Consequently, these children score low, and their low scores are misinterpreted as evidence of low intelligence. Another problem not usually considered, yet culturally unfair even to many Anglo middle-class children, is the location and background of the developers of these tests - usually in the coastal Northeast. Some examples of items to which the correct answers would be known to most children in the North and the coastal Northeast but not to large numbers of children in the South are the following:

   a. When do the robins come?
      1. June 2. March 3. November 4. September
      ("Correct" answer: March)

      For a child in the South, the correct answer is November.

   b. Which words describe fog?
      1. Wet 2. White 3. Cold 4. All of these
      5. None of these
      ("Correct" answer: 4)

      For a child of the desert in the Southwest, fog is likely to be unknown except from pictures and stories - which may lead him/her to think, "Mysterious." But that is not an option; so 5 would be chosen as the "correct" answer.

   c. We found a sandpiper on the beach. A sandpiper is
      1. a shell. 2. a kind of seaweed. 3. an old man.
      4. a hole in the sand. 5. a bird.
      ("Correct" answer: 5)

      For a landlocked child who knows only the birds in his/her area, any of the items seems correct. Trying to use logical reasoning, the child might connect "piper" with sound and reduce the number of possibilities to three or four: some shells have "sounds;" an old man might be whistling or playing a kind of flute; a bird sings. At this point 1, 3, and 5 seem equally likely.

9. ANSWERS MAY VARY. Leaders of minority groups would probably accept this IF the tests were designed to represent all cultures and IF all school personnel were equally competent in teaching these skills.

11. The different scores achieved on the Otis, CTMM, and Lorge-Thorndike may indicate differences in any one of the following:
    student's attitudes, including presence/lack of motivation
    " emotions
    " illness or fatigue
    " lack of familiarity with test procedures
    temperature or humidity causing great discomfort
    inefficient administration of the test.

    To make a fair judgment of the student's abilities, you'd have to be thoroughly familiar with the three tests so you could compare them and try to account for what appears to be a downward trend toward - what? Underachievement?

    Furthermore, different tests yield different kinds of information. The case of seven-year-old José is an example. On three different tests, he earned three different scores: 71, 102, 131, "all carefully given within a two-week interval and all properly scored. He earned the 71 on the Peabody Picture Vocabulary Test, which reflected his limited acculturation... The 102 was earned on the Kuhlmann-Anderson (group) test and sampled a mixture of what he had learned ... and of the psychological operations he had with which to do his learning... However, he earned the 131 on the Cattell Culture-Fair Test, which reflected primarily the amount of process with which he could learn."
    (Newland, 1976, p. 201)

    The problem is, few educators are aware of the kinds of differences described or consider them if they do know. The student becomes shackled with one score - often the lowest, specially if it is also the latest, with the unfounded assumption that the higher scores were flukes.

13. So far achievement tests and intelligence tests have not contained items to measure a student's emotional, social, and moral development. In view of the affective nature of these areas in contrast to the cognitive, it is doubtful whether any paper/pencil test can be devised to evaluate development in these areas. Moreover, the whole area of creativity is untouched in achievement and intelligence tests.

10. In contrast to convergent thinkers who tend to see only one possible answer or solution to a question or problem, divergent thinkers see many possibilities. As a result of this characteristic, gifted/talented students frequently do poorly on one-answer tests.

Analogy problems especially are a source of long, thoughtful involvement, especially as they become complex, because the divergent thinker can justify more than one possibility. In this simple completion analogy,

puppy is to boy as _____ is to _____,

convergent thinkers will tend to make the obvious connection: both are young; therefore, dog - man.

Divergent thinkers may come up with the following:

puppy is to boy as	bicycle	is to motorcycle	(movement)
	table	piano	(all have legs)
	hurricane	needle	(all have eyes).

12. ANSWERS WILL VARY. Martinson believes the most critical needs are those of students at the upper levels of ability because they are so unlike their age-mates. For example, a first-grader with a Stanford-Binet score of 163 has a MENTAL AGE of 11.6, equivalent to an average 6th-grader. What will the first-grade teacher do to challenge a child so mentally advanced? Obviously, students like this require very different educational programs from those with average abilities.
However, those who advocate the top 10-15% want to be sure to include the students who are talented in particular areas but not especially able or interested in academic pursuits. (In 1958, James B. Conant stated that all through a conference in Washington, the figures 15-20% were used to refer to the academically talented with the ability to study -"effectively and rewardingly" -advanced mathematics, foreign language, physics and chemistry.)

Margery Thompson's statement is certainly worth considering, first, because of differences in communities. Some localities have attracted highly talented and educated adults whose children are also very able. At one time in a northern California school district the average I.Q. was 125. In this school district, an arbitrary cut-off point would certainly have left many gifted educationally deprived.

Another reason a purely statistical criterion for identification is unproductive is the expanded definition of giftedness. In Quincy, Illinois, 22% of the student body were included in special programming for gifted when a variety of talents was considered; in Portland, Oregon, the figure was 32% (The Gifted Student: A Manual for Program Improvement." *A Report of the Southern Regional Project for Education of the Gifted*, p. 17)

Preassessment (continued)

1. List at least 5 types of screening/testing resources (other than standardized I.Q. and achievement tests) now in use in many states to recognize gifted/talented students.

2. State the merits and limitations of each method listed in Number 1.

Turn to the next pages and compare your responses.

PREASSESSMENT EVALUATION (continued)

1. ANY 5:

   Observations/rating scales/checklists by teachers, former teachers, principal, librarian, counselor(s)

   Interviews with, or open-ended questionnaires for, parent(s) and other community member(s)

   Sociometric devices for nomination by classmates

   Interviews with selected students who appear to have special gifts

   Self-inventory or autobiography

   Specially-designed instruments: *Alpha Biographical Inventory, Cattell Culture-Fair Test, S.O.I. Learning Abilities Test*

2. Teacher Nomination

   Theoretically, the teacher is well-suited to judge a child's potential because of the opportunity for a close, prolonged relationship. In many instances, a sensitive, trained teacher may be the only individual who recognizes and appreciates the child's special talent(s). Many adults who have demonstrated giftedness have commented that a particular teacher first led them to discover their own potential.

   Unfortunately, studies indicate that teacher nomination has extremely limited value unless teachers are guided in making their judgments. According to Martinson (1974), teachers frequently overlook as many as 1/3 of a gifted group or misidentify up to 2/3 of a group. They tend to overrate well-behaved, well-adjusted pupils whose work conforms to the

assignment and to the teacher's expectations. However, when checklists or rating scales are used to indicate what teachers should look for and when teachers are trained to use these guides, the results are more reliable.

Parent nomination

Parents, like teachers, are in a unique position because of their constant contact with the child. Moreover, parents see the child in a greater variety of situations, especially in the crucial pre-school years.

However, parents are also limited in certain ways. They may not have any basis for comparison and thus fail to realize the child's exceptional qualities. Many lack the knowledge and opportunity to evaluate the child's cognitive development. Some find it difficult to be objective, either overstating or understating the child's abilities. However, Dr. Linda Silverman, Assistant Professor at Colorado Women's College and coordinator of the Early Childhood Education program has commented, "Most of the parents we have met are timid about suggesting that their children might be different from others. They are afraid that it might seem like bragging, that they or their children won't be accepted. Some are afraid of labeling and of having unrealistic expectations placed on their children. The only ones we have met who admit to having gifted children are so frustrated with their children's education that they are willing to seek help." (*IN-SERVICE*

CONSULTOR, November-December, 1976, pp. 4, 5.)

Parents, as well as teachers, can be guided by checklists or rating scales to look for significant characteristics.

"Peer" Nomination

Students themselves are quick to notice who is the best speller, the one with the best ideas for something to do, the best artist ("draw-er"), the best singer, the best dancer, the one who can tell the most interesting stories, etc. Their insights are valuable because they are fresh and surprisingly frank. Through an informal sociometric inventory they can provide information that will alert a teacher to potential giftedness not suspected. The limitation of this method is obvious: Like adults, children are capable of making distorted judgments (sometimes to be kind to friends) or of being fanciful. However, they, too, can be guided to spot the pupil who stands out from the crowd in some specific way(s).

Nomination by Community Member(s)

Citizens in the community often have knowledge of the special abilities of gifted/talented students, especially in small towns or in neighborhoods of larger cities, from interaction with them in a variety of ways. For example, one day in October a minister and a gifted senior met on the street and stopped to chat. The minister commented, "Well, I guess you're our newest valedictorian." The senior was surprised, partly because he was unaware that

anyone outside of school knew much about him, partly because he himself had given no thought to that far-away day in June when the class would don robes and mortarboards.

In culturally different communities, the characteristics of giftedness that are highly regarded are likely to be different from those preferred by Anglos. (Bernal 1974). Consequently, nomination by community members is especially important.

Pupil Product(s) and/or Performance

Work samples can be in many forms: autobiographies, personal essays, poems, art work, scientific models, projects, musical and dramatic performances... These are valuable indicators of possible talent since they are usually the results of a pupil's interests and working habits. There are two limitations. Sometimes talented children produce their best work outside the classroom, particularly if they do not respond well to the teacher or the class activity. Some artistic children will not participate in activities that they find uninspiring or offensive to their own standards. Others are slow to get under way, some because they have high standards and do not want to offer work that doesn't meet their standards (like Ricky, page 34). Thus they have barely begun a creative assignment when time is called. The other limitation is the problem of whether the child actually created a specific product by him/herself if done outside of class. The solution to this, of course, is to have a number of

the child's products for comparison rather than use a single item as representative of the child's potential.

Accomplishments

These include awards, prizes, honors, and other specific instances of excellence which could indicate giftedness in one or more areas. This method is helpful because it is not limited to academic settings and thus can incorporate members of the community into the identification process.

The limitation of this method is that it usually applies to students who are highly motivated, have high self-esteem, and are not afraid to take risks. Gifted students lacking these characteristics because of their previous experiences continue to remain "invisible."

If you prefer proceed directly to Activities and complete one or more as needed. Otherwise, score your responses according to the following guide.

SCORING

Part 1: Allow 2 points for each correct TRUE/FALSE answer + 4 points for your defense of the only correct FALSE answer - Number 1 - in terms of the extent to which you pointed out the deficiencies of group intelligence tests and supported generalizations with examples. (TRUE statements do not require explanations. They are provided for information.)

Part 2: Items 8-13. Allow 2 points per response, depending on the depth to which you probed the issue.

PREASSESSMENT (continued)

Item 1: Allow 2 points for each type of resource mentioned. Others you might have included: auditions, creativity tests.

Item 2: Allow yourself 1 point for each statement of merit and 1 for each statement of limitation.

Entry Level

Part 1: If you scored fewer than 27 points, your unfamiliarity with standardized I.Q. (group) and achievement tests is showing. Complete Activity 1, p. 53.

Part 2: If you did not score at least 18 points, you were apparently unaware of the variety of other methods for selecting gifted/talented students. Select from Activities 2, 3, 4, and 5 (as needed), pp. 56, 57.

IF YOUR SCORE FOR ALL ITEMS WAS 45 OR BETTER with the required minimums for individual items, skip the rest of this module and select another.

IV. Activities

1. WORKSHEET: Detecting Bias in Tests

Educators hear a great deal about the cultural bias of standardized tests, but they may not understand fully what this means. Read each of the following questions thoughtfully; then explain what underlying assumptions typical of testing practices are illustrated.
DO NOT ANSWER THE QUESTIONS LISTED.

a. Answer the following questions:

(1) Who wrote Hamlet?

(2) Who was La Malinche?

(3) What was the Titanic?

(4) What does Cinco de Mayo signify?

(5) Where was Napoleon defeated?

(6) According to the legend, who saw the Virgin of Guadalupe?

(7) When did Sherman march through Georgia?

(8) What are "cascarones?"

(9) What was Malcom X's last name?

(10) What does "hankerchief head" mean?

(11) According to the legend, whom did Stagger Lee kill?

(12) Explain the initials T.C.B.

b. Answer the following questions:

(1) What is the thing to do if a younger child hits you?

(2) What should you do if you notice a fly in your kitchen?

(3) What is the difference between a bird and a dog?

Compare your responses with the WORKSHEET KEY on the next pages.

1. WORKSHEET KEY

Your answers may vary, but the key ideas should be included.

a. If Numbers 2, 4, 6, and 8, or Numbers 9 through 12 were unknown to you, you are probably a member of the Anglo middle class who has not been exposed to the body of experience represented in those questions. But a person with rich Hispanic heritage would find Numbers 2, 4, 6, 8 quite easy to answer, while a black person with his/her cultural background would be familiar with numbers 9-12. Numbers 1, 3, 5, and 7 might be difficult for those with non-Anglo backgrounds.

This exercise merely points to the tendency of group I.Q. and achievement tests to measure primarily that body of verbal and literary knowledge most familiar to and valued by the Anglo middle class. The assumptions made are that this is THE American heritage and that no other heritage exists or is worth knowing.

b. I.Q. tests are not only linguistically biased but ethically biased.

(1) The "correct" answer (the one that will give the child points) is to try to avoid a fight. But disadvantaged children who may have a different set of values as a result of their circumstances would tend to answer that

they would hit back. But this response yields no points or may even deduct points. Gifted children may be bothered by the lack of a proper context in which to make a judgment: How big is the "younger" child? How do we know he/she is "younger?"

(2) This question assumes not only a particular set of values but a certain life style. The expected answer, and one that middle-class children are likely to produce, is "Get the flyswatter and kill the fly." But children from different cultural/socioeconomic backgrounds would find the question mystifying, since the obvious thing to do in such a situation is to do nothing. In some cultures, the housefly is even considered a harbinger of good weather and thus should be protected.

(3) At first glance this question seems to contain no bias, for all children are acquainted with birds and dogs. The correct answer, the only one worth points, is that a bird flies but a dog runs. The question is biased to the extent that it favors children who are accustomed to the thinking patterns reflected in most tests or who tend to identify the obvious. Equally valid and logical answers, apparently not foreseen by the examiner, which would receive no credit, are "A bird eats seeds, but a dog eats meat, " or "A bird has feathers; a dog has hair."

Activities (continued)

2. Compare the teacher checklists/rating scales in the Appendix, pages 62-65 or 74-80. Choose an appropriate one and fill it out for each student in one of your classes. (Arrange a time to do this while students are engaged in some kind of self-directed activity so you can observe individuals.)
3. Examine the Renzulli-Hartman SCALE FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS - in the kit. Notice that it lists 10 characteristics each of creativity and leadership, as well as other special characteristics. You may wish to use only a part of this scale with certain individuals. During a self-directed activity observe at least 3 students who have exhibited different kinds of potential and rate them, using this scale.
4. Appendix F (pages 66 +) contains checklists for discovering students with artistic, dramatic, musical, and psychosocial talents. Use one or more of these with students who have indicated potential in one or more of the areas.
5. Compare the checklists/questionnaires for parents in the Appendix, pp. 84-96. Choose one that is appropriate for the students in one of your classes. Distribute the item to parents for completion, or go over it orally at a parent conference. (A home visit might be desirable in some cases. If the family speaks a language other than English, plan to have a friend, colleague, or other person who speaks the language accompany you as an interpreter if you are not bilingual in that language.) Observe whether the checklist reveals indications

of giftedness you had not noticed.

6. Compare the checklists and inventories for pupil self-evaluations in the Appendix, pages 97-100. Choose one for a class to complete. (In classes where children do not know how to write, use an oral approach. Read each item to the group or class and have the children fill in blocks that compare with the seating of the students. Or interview each child individually and record responses.)
   Observe whether the students give clues to gifted/talented students you had previously overlooked.
7. Incorporate at least one of the two "work sample" assignments in your lesson plans (Appendix S, page 101). Evaluate the pupil's work according to the criteria indicated under CREATIVE WRITING or SPECIAL PROJECT.

V. Postassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. State at least 5 reasons standardized group I.Q. and achievement tests are inadequate for determining gifted/talented students.
2. List five types of screening and testing resources available for determining gifted/talented students (not including standardized group or individual I.Q. or achievement tests.
3. Summarize, in the form of written notes or an anecdotal record, your experience(s) while using at least 3 of the resources provided. Include the over-all results of each resource and evaluate its effectiveness. Be specific about the usefulness and shortcomings (if any) of each method.

Turn to the next pages and compare your responses.

GT #1

POSTASSESSMENT EVALUATION

1. ANY 5 of the following:

   a. Not related to any theory of intellectual development; representative mostly of miscellaneous collections of information

   b. Culturally biased in favor of Anglo middle class in both arbitrary selection of items and norming

   c. Biased in favor of convergent thinkers (single "correct" answer, whereas gifted/talented students tend to be divergent thinkers who can justify several possible answers)

   d. Unequal in types of mental processes measured and in ceilings

   e. Unreliable because different scores are yielded, scores which mean nothing if the user does not know what was tested, where weaknesses lie, why child missed particular items, how different ceilings correspond on different tests...

   f. Unable to measure creativity or productive thinking, leadership ability, talent in visual/performing arts, and psychomotor ability

   g. Ethically biased because different cultures have different sets of values

2. ANY 5:

   a. Observations
   b. Rating scales
   c. Checklists

   } by teacher, former teacher, librarian, counselor, principal

   d. Interviews with parents/other members of the community/students "suspected" of being gifted/talented

   e. Pupil product(s)/work samples

   f. Performance/audition

   g. Accomplishments (e.g., awards, honors, etc.)

h. Sociometric devices

i. Self-inventory or autobiography

j. Specially designed measuring instruments: Raven Progressive Matrices, Peabody Picture Vocabulary Tests, Goodenough-Harris Drawing Test...

3. ANSWERS WILL VARY depending on individuals. There is no correct answer. Share your experience(s) with your colleagues, perhaps with the entire faculty, and be prepared to answer possible questions.

Review the objectives listed at the beginning of Part Two, page 37, and rate yourself on a 1 to 5 (high) scale according to your candid opinion of the degree to which you have achieved each objective.

For example: 5 = very well, could not be improved

3 = average, fair demonstration of knowledge and understanding

1 = poor, much improvement needed

If you score 3 or lower on any objective, recycle through the appropriate activities; then try the necessary parts of the Postassessment again.

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